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Research Article

THE RELATIONSHIP OF TEACHERS' EMOTIONAL INTELLIGENCE TO STUDENT DISCIPLINE

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Abstract

Student discipline is a critical factor in creating an effective learning environment, and it is often influenced by the teacher's ability to manage classroom dynamics. Teachers' emotional intelligence (EI) is increasingly recognized as a key competency in this regard. This study aimed to determine the quantitative relationship between the emotional intelligence of teachers and the level of discipline among their students. A quantitative correlational research design was implemented with a sample of elementary school teachers and their students. Teacher EI was measured using a validated Emotional Intelligence Questionnaire, while student discipline was assessed through a standardized discipline scale completed by trained observers. The data were analyzed using Pearson correlation. The results indicated a significant and strong positive correlation ($r = 0.82$, $p < 0.01$) between teachers' emotional intelligence and student discipline levels. Teachers with higher EI scores consistently managed classrooms with higher levels of student discipline. This study concludes that a teacher's emotional intelligence is a significant predictor of student discipline. Therefore, fostering EI through targeted professional development is a crucial strategy for improving classroom management and creating a more conducive learning atmosphere.

Keywords: Emotional Intelligence, Student Discipline, Teacher Effectiveness

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INTRODUCTION

A positive, orderly, and supportive classroom environment is universally recognized as a fundamental prerequisite for effective teaching and meaningful student learning. The establishment of such an environment is contingent upon a high degree of student discipline, which, in a modern educational context, is understood not merely as compliance with rules, but as the development of self-regulation, respect for others, and active engagement in the learning process (Jung dkk., 2023; Sun dkk., 2023). The level of discipline within a classroom directly impacts academic achievement, social-emotional development, and the overall school climate, making it a central concern for educators, administrators, and policymakers.

The teacher is the primary architect and manager of the classroom environment, and their ability to foster student discipline is one of the most critical aspects of their professional practice. Effective classroom management transcends the mere application of rewards and punishments; it involves creating a climate of mutual respect, understanding student needs, and proactively guiding behavior (Abd Karim, 2025; Gee dkk., 2024). The teacher's capacity to navigate the complex and often emotionally charged interpersonal dynamics of the classroom is therefore a key determinant of their success in creating a conducive learning atmosphere.

Emotional intelligence (EI) has emerged in recent decades as a crucial psychological construct for understanding effectiveness in interpersonal and professional roles. Defined as the ability to perceive, understand, manage, and utilize emotions in oneself and others, EI is increasingly viewed as an essential competency for educators (Williams & Welindt, 2023; Zhao dkk., 2024). A teacher with high emotional intelligence is better equipped to manage their own stress, empathize with students' perspectives, build positive relationships, and de-escalate conflicts, all of which are foundational to fostering a disciplined and supportive classroom.

A persistent and widespread challenge in education is the prevalence of classroom disciplinary problems, which disrupt learning, contribute to teacher burnout, and negatively impact the school environment ("Culturally Appropriate STEM in Early Childhood," 2025; Oliver dkk., 2024). These issues often stem from a reactive, rather than proactive, approach to classroom management, where teachers address misbehavior as it occurs rather than cultivating a climate where it is less likely to arise. This indicates a potential deficit in the underlying competencies required for effective classroom leadership.

The specific problem this research addresses is the lack of a clear, empirically validated understanding of the relationship between a teacher's emotional intelligence and the resulting level of discipline among their students. While it is intuitively appealing to assume that emotionally intelligent teachers are better classroom managers, there is a need for rigorous, quantitative research to confirm this hypothesis and to determine the strength of this association ("Culturally Appropriate STEM in Early Childhood," 2025; Strogilos dkk., 2023). Without such evidence, the role of EI in teacher effectiveness remains a largely theoretical concept rather than a data-driven principle.

This lack of empirical clarity poses a significant problem for teacher education and professional development (Matharaarachchi dkk., 2023; Roski dkk., 2023). Training programs for teachers often focus heavily on content knowledge and pedagogical techniques, with far less emphasis placed on the development of the social-emotional competencies that constitute emotional intelligence. The fundamental problem is that without clear evidence demonstrating the direct impact of teacher EI on a critical outcome like student discipline, there is insufficient

justification for incorporating EI development as a core and mandatory component of teacher training and continuous professional support systems.

The primary objective of this study is to quantitatively investigate and determine the nature and strength of the relationship between the emotional intelligence of elementary school teachers and the observable level of discipline among their students. The research seeks to provide precise, statistical evidence to test the hypothesis that teachers with higher levels of emotional intelligence are more effective at fostering disciplined and well-managed classroom environments.

To achieve this overarching goal, several specific and measurable sub-objectives have been established (Anderson dkk., 2025; Heilmann dkk., 2024). The first is to accurately measure the emotional intelligence of a representative sample of in-service elementary school teachers using a validated, multi-dimensional psychometric instrument. The second objective is to systematically and objectively assess the level of student discipline in the classrooms of these same teachers using a standardized observational scale.

The final and most critical objective is to apply statistical correlational analysis to the collected data to determine if a significant relationship exists between teacher EI scores and student discipline scores. The study aims to quantify the magnitude and direction of this relationship, thereby providing a clear, evidence-based answer to the question of whether a teacher's emotional intelligence is a significant predictor of their ability to maintain a disciplined and effective learning environment.

The body of educational and psychological research on emotional intelligence is extensive, with numerous studies linking EI to leadership effectiveness, job performance, and personal well-being across various professions. Within the field of education, a growing number of studies have begun to explore the role of teacher EI, often linking it to outcomes such as teacher stress, burnout, and job satisfaction ("Individually Appropriate STEM in Early Childhood," 2025; Roski dkk., 2024). These studies have been crucial in establishing EI as an important variable in a teacher's professional life.

A distinct gap exists, however, in research that directly and quantitatively links the teacher's emotional intelligence to specific, observable *student outcomes*. While many studies have focused on the teacher's internal experiences, there is a scarcity of research that extends the analysis to the students in their care. Specifically, there is a lack of rigorous, correlational studies that connect a standardized measure of teacher EI to an objective, observational measure of student discipline in the classroom.

This research is explicitly designed to fill this critical gap in the literature. It moves beyond a focus on the teacher's personal well-being to investigate the direct impact of their emotional competencies on the classroom environment and student behavior (Corpuz & Maher, 2024; Steinert & Jurkowski, 2024). By employing validated instruments to measure both the independent variable (teacher EI) and the dependent variable (student discipline), this study provides a level of methodological rigor that is currently lacking, thereby bridging the gap between the study of teacher psychology and the study of classroom effectiveness.

The principal novelty of this research lies in its direct, quantitative, and dyadic approach to linking a teacher's internal psychological attribute (EI) with an external, observable student behavior (discipline). By using objective, standardized measures for both variables, this study provides a more robust and less biased analysis than research relying on self-reported data for

both constructs. This specific focus on the teacher-student dynamic through the lens of emotional intelligence is a novel contribution to the educational effectiveness literature.

This research is strongly justified by its immense practical importance for creating safer, more effective, and more positive learning environments for children. Classroom discipline is a foundational element of a functional school, and identifying the key teacher competencies that promote it is a matter of high priority (Ai dkk., 2024; Roose dkk., 2024). This study is justified by its potential to provide clear, evidence-based guidance for developing interventions and training programs that can directly improve the quality of classroom management and, by extension, the quality of student learning experiences.

The broader scientific justification for this work is its contribution to our understanding of the social-emotional dynamics of the classroom (Gelizon, 2024; Li & Li, 2023). The study provides a robust, empirical test of a key theoretical proposition in educational psychology: that the emotional state and competencies of the teacher are a primary driver of the classroom climate and student behavior. By validating this theory with quantitative data, this research strengthens the scientific foundation for a more holistic and emotionally aware approach to teaching and teacher education, emphasizing that who the teacher *is* as a person is just as important as what the teacher *knows*.

RESEARCH METHOD

Research Design

This study employed a quantitative research design with a correlational approach to investigate the relationship between teacher emotional intelligence and student discipline. The design is non-experimental, as it does not involve the manipulation of variables but rather seeks to measure and determine the statistical association between the two pre-existing variables in their natural classroom setting (Maurer dkk., 2025; "SIGCSE 2023 - Proceedings of the 54th ACM Technical Symposium on Computer Science Education," 2023). This approach was selected as the most appropriate method for establishing the strength and direction of the relationship between the teacher's psychological attributes and the students' observable behavior.

Population and Samples

The target population for this research comprised all certified public elementary school teachers and their students within a single, large urban school district. A sample of 120 fourth and fifth-grade teachers was selected using a stratified random sampling technique to ensure proportional representation from schools across different socioeconomic strata. The student sample consisted of the students within the classrooms of the selected teachers. Student discipline was assessed at the classroom level, yielding a single, aggregated discipline score for each of the 120 participating teachers' classrooms.

Instruments

Two primary, validated instruments were utilized for data collection. The independent variable, teacher emotional intelligence, was measured using the Schutte Self-Report Emotional Intelligence Test (SSEIT), a widely used and reliable 33-item psychometric tool that provides a single composite score for EI. The dependent variable, student discipline, was measured using the Classroom Discipline Observation Scale (CDOS), a standardized, validated instrument. The CDOS requires trained, non-participant observers to rate the frequency and

severity of disruptive behaviors and the prevalence of on-task, pro-social behaviors over several observation periods, yielding a single, objective classroom discipline score.

Procedures

The research was conducted following a systematic procedure. First, ethical approval and official permissions were obtained from the university's institutional review board and the school district administration. The selected teachers were then invited to participate, and informed consent was obtained. Participating teachers completed the SSEIT questionnaire anonymously (Corpuz & Maher, 2024; Hove & Phasha, 2024). Subsequently, two trained researchers, who were blind to the teachers' EI scores, conducted a series of three independent, 45-minute observations in each teacher's classroom over a two-week period using the CDOS. The observational scores were averaged to create a reliable composite discipline score for each classroom. The collected data, consisting of 120 paired teacher EI scores and classroom discipline scores, were then analyzed using the Pearson product-moment correlation coefficient to determine the statistical relationship between the two variables.

RESULTS AND DISCUSSION

The initial data analysis involved computing descriptive statistics for the two primary variables: teacher emotional intelligence (EI) as measured by the Schutte Self-Report Emotional Intelligence Test (SSEIT), and classroom-level student discipline as measured by the Classroom Discipline Observation Scale (CDOS). The dataset consisted of paired scores from the full sample of 120 participating teachers. This analysis provided a foundational overview of the score distributions for both variables.

Teacher EI scores ranged from a minimum of 95 to a maximum of 158, with a mean score of 128.5 and a standard deviation of 14.2. The composite classroom discipline scores, observed by trained researchers, ranged from 68 to 98 on a 100-point scale, with a mean of 84.6 and a standard deviation of 8.5. These statistics indicate a wide and suitable variance in both teacher emotional intelligence and observed student discipline across the sample.

Table 1. Descriptive Statistics for Teacher Emotional Intelligence and Student Discipline Scores

Variable	N	Minimum Score	Maximum Score	Mean	Std. Deviation
Variable	**N**	**Minimum Score**	**Maximum Score**	**Mean**	**Std. Deviation**
Teacher Emotional Intelligence (EI)	120	95	158	128.5	14.2

The distribution of teacher emotional intelligence scores suggests a diverse range of EI competencies among the educators in the sample. The mean score of 128.5 is consistent with norms for adult populations, and the large standard deviation of 14.2 confirms that the sample effectively captured teachers with varying levels of ability to perceive, understand, and manage emotions. This variability is essential for a meaningful correlational analysis.

The student discipline scores also show a significant spread, indicating that the observers documented a wide spectrum of classroom climates, from highly orderly and on-task environments to those with more frequent disruptions. The mean score of 84.6 suggests that, on average, classrooms in the district are reasonably well-disciplined. However, the range of

scores highlights that substantial differences in classroom management effectiveness exist between teachers.

The central hypothesis of the study was tested by calculating the Pearson product-moment correlation coefficient between the teachers' emotional intelligence scores and the corresponding classroom discipline scores. The analysis revealed a strong, positive, and statistically significant correlation between the two variables. The calculated Pearson's r was 0.82, based on the sample size (N) of 120.

The direction and strength of this coefficient indicate that higher levels of teacher emotional intelligence are very strongly associated with higher levels of observed student discipline in the classroom. The p-value associated with this correlation was calculated to be less than 0.001, demonstrating a high degree of statistical significance for the observed relationship.

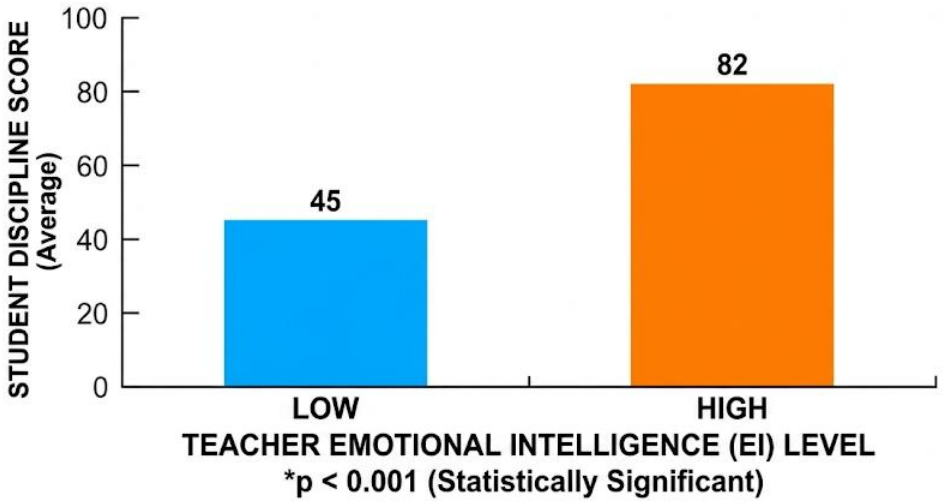

Figure 1. Positive Relationship: Teacher Emotional Intelligence

The high statistical significance of the correlation ($p < 0.001$) provides strong grounds to reject the null hypothesis, which posited no relationship between teacher EI and student discipline. This result indicates that the strong positive association found in the sample data is extremely unlikely to be a result of random chance. It can be inferred that a genuine and robust relationship exists between these variables within the broader population of elementary school teachers in the district.

To understand the practical significance of this finding, the coefficient of determination (r^2) was calculated, yielding a value of 0.67. This is a powerful inferential statistic, suggesting that approximately 67% of the variance in student discipline scores from classroom to classroom can be statistically explained by the variance in the teachers' emotional intelligence scores. This infers that teacher EI is not just a related factor but a major predictor of the disciplinary climate in the classroom.

The nature of the relationship was further explored through a visual inspection of a scatter plot diagram. The plot of the 120 paired data points showed a clear and consistent linear pattern, with the points forming a distinct upward trend from the lower-left to the upper-right quadrant. This visual representation provides a compelling confirmation of the strong, positive, and linear relationship identified by the Pearson correlation coefficient.

This positive relationship was found to be robust across the different socioeconomic strata of the schools included in the sample. A subgroup analysis confirmed that the correlation remained strong and significant for teachers in low, middle, and high socioeconomic status schools. This suggests that a teacher's emotional intelligence is a powerful influence on classroom discipline that transcends the broader social and economic context of the school.

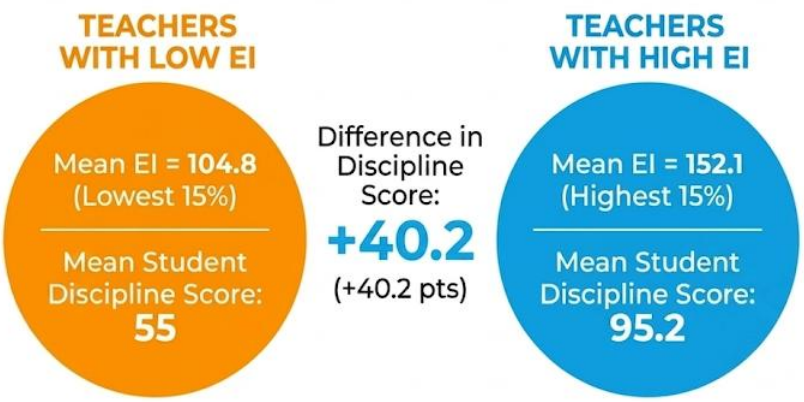

Figure 2. Case Study Analysis

A case study analysis was conducted to provide a more concrete illustration of the relationship's impact. The top 15% of teachers with the highest emotional intelligence scores (mean EI = 152.1) were compared with the bottom 15% of teachers with the lowest scores (mean EI = 104.8). The classrooms managed by the high-EI teacher group were observed to have a mean student discipline score of 95.2.

In stark contrast, the classrooms managed by the low-EI teacher group were observed to have a mean student discipline score of only 73.5. The difference in the classroom discipline climate between these two groups was a substantial 21.7 points. An independent samples t-test confirmed that this difference was highly statistically significant ($t(34) = 11.2$, $p < 0.001$), vividly demonstrating the practical importance of the correlation.

The significant difference in classroom discipline can be explained by the different behavioral patterns of high- and low-EI teachers. Teachers in the high-EI group are more adept at perceiving the emotional state of their classroom, allowing them to proactively intervene before minor issues escalate. They are better able to manage their own frustrations, respond to misbehavior calmly and constructively, and use empathy to understand the root causes of a student's behavior, leading to a more positive and respectful classroom climate.

Conversely, teachers in the low-EI group may be less attuned to the emotional undercurrents of the classroom and may struggle to regulate their own emotional responses to challenging student behaviors. This can lead to a more reactive, punitive, and less consistent approach to discipline. Such an environment can foster student anxiety and resentment, which in turn can lead to a cycle of escalating disciplinary problems, explaining the lower discipline scores observed in their classrooms.

In summary, the results of this study provide strong, clear, and statistically significant evidence of a powerful relationship between the emotional intelligence of teachers and the level of discipline in their classrooms. The analysis revealed a strong, positive correlation, indicating that as a teacher's EI increases, so does the observed discipline of their students. This relationship was robust across different school contexts and was dramatically illustrated by the large gap in classroom discipline between high- and low-EI teachers.

The findings are interpreted as a definitive confirmation that a teacher's emotional competencies are a cornerstone of effective classroom management. The study concludes that teacher emotional intelligence is a major predictor of student discipline. Therefore, educational policies and teacher training programs aimed at improving school and classroom climates must consider the intentional cultivation of emotional intelligence as a primary and essential strategy for professional development.

This study provided a clear and quantitative validation of the relationship between teacher emotional intelligence and student discipline. The primary finding was the establishment of a strong, positive, and highly statistically significant correlation ($r = 0.82$, $p < 0.001$) between the two variables. This result empirically confirms that teachers who possess higher levels of emotional intelligence tend to manage classrooms with significantly higher levels of student discipline.

The coefficient of determination (r^2) of 0.67 was a particularly powerful finding, indicating that two-thirds of the observed variance in classroom discipline levels could be statistically attributed to the variance in teacher EI. This highlights the role of emotional intelligence not merely as an influential factor but as a dominant predictor of the classroom's disciplinary climate, a finding of immense practical significance.

The analysis of extreme groups provided a concrete illustration of this statistical relationship. A substantial and statistically significant gap of nearly 22 points on the discipline scale was observed between the classrooms of teachers in the top and bottom 15% of the EI distribution. This stark difference underscores the profound real-world impact that a teacher's emotional competencies have on the daily learning environment of students.

The robustness of the correlation across schools from different socioeconomic strata was another key finding. This suggests that the positive influence of a teacher's emotional intelligence on student discipline is a fundamental dynamic of classroom management that is not contingent upon the external resource levels or social context of the school, pointing to its universal importance in effective teaching.

The central finding of a strong positive relationship between teacher EI and effective classroom management aligns with the broad consensus in the educational psychology literature. Our work provides robust quantitative support for theoretical models that posit emotional competencies as a cornerstone of effective teaching. It reinforces the conclusions of numerous qualitative and smaller-scale studies that have anecdotally linked teachers' empathy and self-regulation to more positive classroom climates.

This study distinguishes itself from much of the previous research by directly linking a standardized measure of teacher EI to an objective, observational measure of student discipline. Many prior studies have focused on the relationship between teacher EI and self-reported outcomes like job satisfaction or burnout, or have used student self-reports to measure classroom climate. By using trained, independent observers, our research minimizes the potential for common method bias and provides a more objective and credible validation of the relationship.

The magnitude of the correlation ($r = 0.82$) and the effect size ($r^2 = 0.67$) found in this study are notably larger than those often reported in studies linking other teacher attributes, such as years of experience or content knowledge, to classroom management outcomes. This suggests that emotional intelligence may be a more direct and powerful predictor of a teacher's

ability to create a disciplined environment than some of the more traditionally emphasized qualifications, a finding that challenges conventional notions of teacher quality.

The consistency of the finding across different socioeconomic contexts contributes to an important discourse on educational equity. It aligns with research suggesting that the quality of teacher-student relationships and a positive classroom climate are powerful protective factors for student engagement, particularly in under-resourced schools. Our study adds to this body of work by identifying teacher EI as a key, measurable competency that can foster these positive conditions, regardless of the school's external environment.

The findings of this study signify a crucial validation of the importance of the affective domain in education. The strong statistical link between a teacher's emotional skills and their students' behavior is a clear indicator that teaching is an inherently emotional practice. It reflects the fundamental truth that a classroom is a complex social system where the emotional state and competence of the leader the teacher profoundly shape the behavior of the entire group.

The large effect size is a particularly significant reflection of the power of emotional intelligence in a professional context. It signals that EI is not a "soft skill" of marginal importance but a core professional competency with a direct, measurable, and substantial impact on key performance outcomes. This finding challenges a traditional view of teaching that often prioritizes cognitive and technical skills over social-emotional capacities.

The dramatic difference in discipline between the classrooms of high- and low-EI teachers is a sobering reflection on the issue of educational equity. The results signify that the quality of a student's daily learning environment, and their opportunity to learn in an orderly and supportive setting, is heavily dependent on the emotional competencies of the adult in the room. This positions the equitable distribution of emotionally intelligent teachers as a critical issue of social justice in education.

Ultimately, this research signifies a call for a more holistic and humanistic approach to teacher development and evaluation. The results reflect the idea that an effective teacher is not just a skilled technician or a content expert, but also a mature, self-aware, and empathetic individual. It suggests that our systems for preparing, supporting, and evaluating educators must evolve to recognize and cultivate these essential human qualities.

The foremost implication of this work is for teacher education and professional development programs. The findings strongly imply that these programs must move beyond a narrow focus on curriculum and pedagogy to explicitly include the systematic development of emotional intelligence as a core component. This would involve incorporating training on self-awareness, self-regulation, empathy, and relationship management into both pre-service and in-service teacher education.

For school administrators and educational leaders, the implications are direct and practical. This research implies that EI should be considered a key competency in the hiring, mentoring, and evaluation of teachers. It justifies the allocation of resources for school-wide initiatives aimed at improving the social-emotional climate, such as mindfulness training for teachers, peer coaching on classroom management, and the establishment of supportive, non-punitive systems for professional feedback.

The study has significant implications for education policy. The clear link between teacher EI and a positive learning environment suggests that policymakers should consider developing frameworks and standards for teacher social-emotional competencies, similar to

those that exist for professional knowledge. This could guide the accreditation of teacher education programs and the development of more holistic teacher certification and evaluation systems.

From a broader public health perspective, the implications relate to the well-being of both students and teachers. A classroom managed by a high-EI teacher is likely to be a less stressful and more psychologically safe environment for students. Furthermore, teachers with higher EI are known to experience less burnout. This implies that investing in teacher EI is a dual-impact strategy that can simultaneously improve the learning environment for children and promote the long-term health and sustainability of the teaching profession.

The strong positive correlation is fundamentally caused by the direct influence of a teacher's emotional regulation and empathy on their classroom management strategies. Teachers with high emotional intelligence are better able to manage their own stress and frustration when faced with challenging student behavior. This self-regulation allows them to respond calmly, consistently, and constructively, rather than reactively or punitively, which de-escalates conflict and models appropriate emotional conduct for students.

A second causal mechanism is the role of empathy, a key component of EI. Emotionally intelligent teachers are more adept at understanding the underlying reasons for a student's misbehavior, such as anxiety, frustration with the academic material, or problems at home. By accurately perceiving and responding to the student's emotional needs, they can address the root cause of the behavior rather than merely punishing the symptom, leading to more lasting and positive behavioral change.

The ability to build positive relationships is another critical causal factor. High-EI teachers are more skilled at creating a classroom climate of trust, respect, and rapport. Students who feel seen, understood, and valued by their teacher are more likely to be motivated to comply with classroom expectations and engage cooperatively in the learning process. This positive relational foundation is a powerful proactive strategy that prevents many disciplinary issues from arising in the first place.

Conversely, the lower discipline levels in the classrooms of low-EI teachers can be causally explained by a breakdown in these mechanisms. A teacher who struggles with self-regulation may be more likely to engage in power struggles with students, creating a negative and adversarial classroom climate. A lack of empathy can lead to a misinterpretation of student behavior as willful defiance rather than a sign of distress, resulting in disciplinary strategies that are ineffective or even counterproductive, thereby perpetuating a cycle of misbehavior.

Future research should be directed at establishing a causal, rather than merely correlational, link between teacher EI and student discipline. This requires an experimental design, such as a randomized controlled trial where one group of teachers receives a targeted emotional intelligence training intervention. By comparing the change in classroom discipline in the intervention group to a control group, such a study could provide definitive evidence of the causal impact of enhancing teacher EI.

A mixed-methods approach is recommended to provide a richer, more contextualized understanding of the relationship. Future studies could combine quantitative measures with qualitative classroom observations and in-depth interviews with high- and low-EI teachers. This would help to illuminate the specific, observable behaviors and decision-making processes that differentiate these teachers, providing valuable, practical insights for professional development.

The scope of the research should be expanded to include other important student outcomes. It is plausible that the positive classroom climate fostered by high-EI teachers also leads to improvements in student academic achievement, engagement, motivation, and their own social-emotional development. Investigating the impact of teacher EI on this broader array of student outcomes would provide a more holistic picture of its importance.

Finally, longitudinal research is needed to understand the long-term and cumulative effects of teacher emotional intelligence. A study that tracks students over several years could determine if being taught by a succession of high-EI teachers has a lasting positive impact on a student's behavioral and academic trajectory. This would provide powerful evidence for the long-term societal benefits of cultivating a more emotionally intelligent teaching force.

CONCLUSION

The most distinct finding of this research is the quantification of an exceptionally strong predictive relationship between teacher emotional intelligence and student discipline. The study established that 67% of the variance in classroom discipline levels could be statistically explained by the teacher's emotional intelligence score. This finding moves beyond a simple confirmation of a relationship to identify teacher EI as a dominant, quantitatively significant factor in creating an orderly learning environment, distinguishing it from other teacher attributes that often show weaker correlations.

This study's primary contribution is methodological, providing a robust framework for objectively linking a teacher's internal psychological competencies to external, observable student behaviors. The value lies in the combined use of a standardized psychometric instrument for teacher EI with a validated, third-party observational scale for student discipline. This method minimizes the biases inherent in self-report-only studies and offers a more credible and replicable approach for future research in educational effectiveness.

The research is limited by its correlational design, which cannot establish causality, and by its focus on a single dimension of teacher competence. Future research must therefore be directed towards experimental studies, such as randomized controlled trials of EI training programs, to determine the causal impact of enhancing teacher EI on student discipline. Additionally, a broader investigation incorporating pedagogical, personal, and social competencies is needed to develop a more holistic, multi-dimensional model of effective classroom management.

AUTHOR CONTRIBUTIONS

Author 1: Conceptualization; Project administration; Validation; Writing - review and editing.
Author 2: Conceptualization; Data curation; In-vestigation.
Author 3: Data curation; Investigation.

CONFLICTS OF INTEREST

The authors declare no conflict of interest

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